

Minutes 6th THENAPA-Forum
“Preparation of the Final Report”
Budapest, Hungary, May 22-26, 2002

29 Participants from 20 countries:

Dinold Maria (Austria), Mossenbock Bettina (Austria), Bultiauw Karin (Belgium), De Potter Jean-Claude (Belgium), Van Coppenolle Herman (Belgium), Van Peteghem Annelies (Belgium), Venova Ludmilla (Bulgaria), Valkova Hana (Czech Republic), Kissow Anne-Merete (Denmark), Boursier Claire (France), Vilhu Jyrki (Finland), Jacobsen Dirk (Germany), Evaggelinou Christina (Greece), Efstratopoulou Maria (Greece), Farkas Judit (Hungary), Bianco Anna (Italy), Klavina Aija (Latvia), Adomaitiene Ruta (Lithuania), Mikelkeviciute Jurate (Lithuania), Kahrs Nina (Norway), Sidaway Marta (Poland), Rodrigues David (Portugal), Dan Mirela (Romania), Marcu Vasile (Romania), Serbescu Carmen (Romania), Labudova Jela (Slovakia), Fillat Anna (Spain), Lars Kristen (Sweden), Thomas Nigel (Great Britain).

Apologies

Jerry Grossman N. (Poland), Teresa Leahy (Ireland), Moreno Marques Urbano (Portugal), Luuk Sietsma (The Netherlands).

Thursday, May 23, 2002 Opening Ceremony in the Semmelweis University with welcome speeches of Farkas Judit, (host-organiser), the Vice-Rector of Semmelweis University, and the THENAPA co-ordinators Prof. H. Van Coppenolle and Prof. J.C. De Potter.

Proposal to the EC concerning Integration in the PE lessons and Sport Federations in Europe (D. Rodrigues).

Prof. David Rodrigues shortly reported about the topic on integration. He stated that y- the final report for the European commission is not finished yet and there is the need to focus on this topic. There are not enough answers on the questionnaires on integration and inclusion through sport of the disabled and APA. There is the need to make a report based on 1) European

policies; 2) state of the art based on the questionnaires and 3) recommendations, which should be the strongest point of the report to European Commission.

Open discussion and remarks on the questionnaires.

Hana Valkova and Maria Dinold mentioned, that in various countries there is no money for inclusion and the governmental money is given only for special education in special schools. There was a suggestion about the need to know the situation in special schools, in which are working a lot of PE teachers, professionals for support as well medical doctors, who should participate in the integration and inclusion processes, because when they will move from special schools to the regular ones without any preparation, there will be a lot of problems. In this case it is the necessary to answer the question – what is the situation in special schools in each country? The group didn't agreed on focusing on special schools, but only on mentioning about the area.

Nigel Thomas mentioned that it is difficult to evaluate how many disabled students participate in the mainstreamed education, because nobody knows the exact numbers of the disabled students. The question about financing is also hard to answer, because it is also very difficult to receive the exact information about it. Ruta Adomaitiene pointed that not all disabled have special needs and not all SEN are disabled. According to that we need to focus on special needs in physical education according to our project objectives.

The co-ordinators of THENAPA proposed four working groups to discuss about the questionnaires on inclusion and integration through APA and sport for the disabled and to fill out the missing questionnaires. Four working groups were organised under the leadership of Boursier Claire (**FIRST GROUP**: Spain, Poland, Latvia and France) and Vilhu Jyrki (**SECOND GROUP**: Italy, Romania, Lithuania and Finland), Valkova Hana (**THIRD GROUP**: Belgium, Austria, Czech Republic, Slovakia and Bulgaria), Nina Kahrs and Nigel Thomas (**FOURTH GROUP**: Norway, England, Germany, Greece and Sweden).

Syntheses of the 4 groups on the recommendations for the European Commission

Recommendations for INCLUSION & INTEGRATION

1.1. PE in the country

1. Integration should start in kindergarten.
2. To increase hours of PE and special training for PE teachers in the pre-primary and primary level.
3. According to the WHO, PE should be increased in all levels of education.

1.2. Teacher training

1. To improve education carried out by professionals by improving quantity and quality of content of the courses and knowledge as well as communication (experience);
2. To recommend a certain amount of obligatory courses in the field of PE.
3. Students in PE should have some compulsory studies.

1.3. Legislation about inclusion

1. Legislation exists for APA in some countries, but it must be more detailed and more precise about the inclusion in APA, because a lot of high schools do not have an the same system of education.
2. APA should be mentioned in a basic education law, because in most countries there is a law about special education, but only in some of these countries the law of education includes PE.
3. To have a policy of integration and inclusion by evaluating the quality of the experience of children and the integration process itself.
4. To create a control system of the process of integration and inclusion.
5. Adaptation of the various tests in APA should be more precise for the practice providers.
6. To develop a law for integration but not for conditions of integration.

1.4. Present national situation of inclusion

1. To make the data more available according to the integration and inclusion process.
2. To develop more an education model (social model) about services provided for the disabled students and students with SEN, but not a medical one.

1.5. Inclusion and PE

1. PE teachers must give as much as possible adaptation. Any kid must have PE and suggestions for other activities. PE teachers must adapt equipment and make activities possible even if the child is severely handicapped.
2. Adaptation should be done in the field of pedagogical methods, materials, strategies and curriculum.
3. The SEN student should not be excluded from PE. The team under the responsibility of PE teachers should make adaptations. PE teacher should make a decision of the PE course under the supervision of a medical doctor, the parents and the students with the disability.
4. To recommend to include APA professionals or PE educators into psycho-pedagogical commissions, which are existing in all countries, because the commissions decide about the mental and academic education needs of the disabled students and they always exclude the physical education for the disabled.
5. To develop a system of changing the attitude of the teachers' about integration and inclusion into PE.
6. The PE program must be based on co-operation attitudes, parent's agreement and evaluation of the child. The evaluation of the child must be based on his/her attitudes and his/her impairment, but should not be a reason for excluding the child from APA.
7. The PE program should be included into the general individualised program of the child with special needs. The PE program should be treated as a compulsory part of the general education in the mainstreamed education. Each disabled has the right to participate in physical activity and has to be evaluated in this domain.

1.6. Support systems for Inclusion in PE

1. The PE regular teacher must be supported by specially trained staff (APA professionals)
2. Each country should develop a resource centre for PE regular teachers with accessibility of information in the APA domain, materials, video and etc. The co-operation between PE regular teachers, APA professionals, medical doctors, researchers in APA as well as parents of the disabled students should be developed in the next future in the countries.
3. In-service support system should be available in the countries.
4. PE regular teachers should be supported by legislation, by developing regulations and other legal conditions.
5. Educational support should be organised for the PE education system by foreseen all resources need for the child.
6. To organise a support system of the other children in mainstreamed education.

Recommendations for CO-OPERATION & INTEGRATION

1. Structural data:

1. An audit should be done according to the structural data of the disabled sport in the countries, because in most countries these data are not available.
2. To increase the links between the disability sport federations and the able-bodied federations by adapting the rules and regulations of various sports activities.
3. A recruiting-system should be created in order to recruit more professionals in APA and coaches for the disabled sport federation and associations.
4. To start developing programmes to enhance recreational sport activities.
5. To develop the concept of disability sport in each country, to register participants and to make changes to participate in able-bodied clubs.
6. The government should their take responsibility for the disability sport development by financing and organising environmental and social conditions.

2. Financing

1. The government should take responsibility for developing a national policy in the field of disability sport and for developing disability sport, together with non-governmental organisations.
2. A certain percentage of the money of the society, given for general sport, should go to adapted sport. The support for disability sport should not be limited by financial support, but also by organising resource centres, facilities and other materials.
3. Other sources of disability sport financing should be developed. The national government should develop the regulations for private financing of disability sport by decreasing taxes for companies that are sponsoring sport for the disabled.
4. All sport projects should justify how the money will be spent on disability sport and funding should be taking into consideration according to that.
5. The governmental body should stress disability sport as prevention as well.

3. Level of Co-operation between disabled and non-disabled structures:

1. To develop a system of co-operation between coaches, medical staff, disabled and other professionals in the field, as well as to develop the plans of disability sport integration into the able-bodied sport activities in each country. The co-operation should be developed in several models and organisational strategies.
2. To develop different models of integration (two types of integration): integration of the disabled in able-bodied sport and vice versa. Respect to the equality, but take into consideration the specificity of the disability sport. Sport clubs should receive better financing if they are accepting the disabled persons in their sport clubs. There has to be extra financing from the governmental body or their federations, but not from the disabled sport federations.
3. To include at the same levels of education, the disabled are trained on federational levels by developing an educational system for the disabled in order to become their coaches in sport clubs. To moderate the level of education and to develop it via the federation.
4. To increase media and to spread out the information according to the disability sport on national level.

5. Regulations must be more precise.
6. In the countries developing an organisation for the very poor disabled.

Presentation **Development of European policy on integration and non-discrimination of disabled** done by Ruta Adomaitiene see in ANNEX 1.

If you want to give some remarks on the presentation or if you have questions, please send contact:

adomruta@takas.lt or
j.mikelkeviciute@lkka.lt

There was agreed on who, from the THENAPA group, will contribute on the developing the last version of the report about integration and inclusion:

Charter of the report	<i>Responsible person</i>
Introduction	<i>Ruta Adomaitiene, David Rodrigues</i>
Physical education and inclusion	<i>Maria Dinold, Valkova Hana, David Rodrigues</i>
Integration and sport	<i>Nina Karhs, Boursier Claire, Vilhu Jyrki</i>
Recommendations	<i>David Rodrigues, Thomas Nigel</i>

If you still want to co-operate and have some contributions on the report, please contact us:
Herman.VanCoppenolle@flok.kuleuven.ac.be or j.mikelkeviciute@lkka.lt

European professional training and Education Programmes in adapted physical activity (Prof. J.C. De Potter)

Remarks for the final report

In the concept of integration for people with special needs, Adapted Physical Activity plays an important role in an active, healthy lifestyle and meaningful leisure time. That means that individual's needs and interests must be identified by professionals in physical activity; therefore, their instruction must be adapted accordingly.

Members of the Network agree on the classification of diplomas or degrees adopted by the European Network of Sport Sciences in Higher Education and application in the area of A.P.A.

DIPLOMAS – CERTIFICATES	QUALIFICATION LEVEL
Ph.D. in Sport Sciences (7 or 8 years in University)	V++
Master Degree in Sports Sciences (Postgraduate) (5 years in University) <i>ea. : EMDAPA</i>	V+
Diploma in Sport Sciences (4-5 years in University) <i>ea. : DEUAPA</i>	V
Diploma in PE (2-4 years study in Teachers' training College)	IV
Coach - (Technical College) - Federation/Ministry	III
Instructor Federation/Ministry	II
Volunteer Federation/Ministry	I

There is the possibility that IV qualification level will become the bachelor degree level. But there is no need to adapt this perspective now and make changes in the classification of degrees. In the report we will follow the agreed classification of diplomas or degrees adopted by the European Network of Sport Sciences in Higher Education

According to this classification a national level the content of the programmes according to the four objectives (rehabilitation, physical education, recreation, sport performance) have been investigated, as well as the number of credits according to the content at all the existing levels in each country with exception of Germany, Greece, Ireland, Portugal, Poland and Spain. There is lack information for some levels of education.

Proposals of the ideal profile credits of APA need to be included in the general curriculum at all degrees as a concrete recommendation for the European Commission. The different programmes are applied to the different institutions on the national level. There will

not be recommendations as a rule, but more as an advice and we can see it as a work-frame. The number of credits may vary from one institution to another in the same country. A.P.A. may be an optional or a compulsory subject. The number of credits mentioned as an ideal model may be considered as proposals of the Thematic Network and example of good practice. The number of credits in A.P.A. may be included in the curriculum of students in levels IV or V or may concern a special degree only focussing in A.P.A. (min. 60 credits).

Discussion on the CD-ROMs

During the forum there was a discussion on the topic of the proposed structure of the new 3 THENAPA CD-ROM's. Each CD-ROM should have informed you about another area of APA. These areas are:

1. APA and Sensorymotor disabilities
2. APA and Psychosocial disabilities
3. APA and Physiological disabilities

There was the suggestion to change this structure. The CD-ROM's will give information about Adapted Physical Activity for all levels, from volunteers, instructors, coaches, bachelor and master in APA.

For each level the ideal profile of necessary knowledge in APA will be provided, this based upon the ideal profiles created by our Thematic Network.

For the production of these new CD-ROM's we are still searching for visual or written materials that fit in our structure.

There was agreed on who, from the THENAPA group, will contribute on the production of the CD-ROMs:

Topic	<i>Responsible person</i>
1. Applied knowledge on disability, disease, injuries	<i>Dinold Maria</i>
2. APA General Concept	<i>Labudova Jela, Valkova Hana, Bianco Anna</i>
3. Applied assessment/evaluation	<i>THENAPA co-ordinating committee</i>
4. APA training programming	<i>THENAPA co-ordinating committee</i>
5. APA and sport techniques, equipment	<i>Boursier Claire</i>
6. Accessibility, facilities, and equipment	<i>Vilhu Jyrki</i>
7. Classification system	<i>THENAPA co-ordinating committee</i>

8. Social Environment	<i>Labudova Jela, Valkova Hana, Bianco Anna</i>
9. Research methodology applied to APA	<i>THENAPA co-ordinating committee</i>
10. Applied human/sport sciences to APA	<i>Adomaitiene Ruta (sociology) Marcu Vasile, Serbescu Carmen (Pedagogic & Education) THENAPA co-ordinating committee</i>
11. Work experiences in APA	<i>Bultiauw Karin</i>

If you still want to co-operate and have some contributions (visual or written) that can be used for one of the CD-ROM's, please send it as soon as possible to the following address:

Annelies.Vanpeteghem@flok.kuleuven.ac.be

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